

# *Nevada Alternate Assessment*

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Nevada Academic Content Standard  
Connectors for English Language Arts  
Grade 6

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## Nevada Academic Content Connectors

The Nevada Academic Content Connectors (NACC) for English Language Arts (ELA) represents the academic skills upon which students to be instructed. The NACCs for ELA are linked to the Nevada Academic Content Standards and represent the key academic knowledge, skills and abilities of the ELA content at each grade level. The NVAC Connectors, for ELA, were modeled after the Smarter Balanced claims and target for Reading (literary and informational text) and Writing and represent the enduring understanding of the content standards for ELA at a given grade level.

### Example: Reading Grade 6

The Nevada Alternate Assessment was developed to allow students an opportunity to fully demonstrate their knowledge in each content area. This ability to demonstrate knowledge of core content and skills is critical as educators seek to provide access to the general education curriculum while fostering higher expectations for students with significant cognitive disabilities.

Target: Key Ideas and Details *(ELA Targets for Reading)*

| Nevada<br>Academic Content<br>Standards<br>(NVACS)  | NVAC Connectors   |
|---|---|
| <p><i>ELA Content Standard</i><br/> <b>RL.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</b></p> | <ul style="list-style-type: none"> <li>Identify supporting details using evidence in a literary text. <i>(Connector to the content standard)</i></li> </ul>       |
| <p><i>ELA Content Standard</i><br/> <b>RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</b></p> | <ul style="list-style-type: none"> <li>Identify supporting details using evidence in an informational text. <i>(Connector to the content standard)</i></li> </ul> |

**NAA ELA NVAC Connectors Grade 6**

**Claim 1: Reading**

**Target: Key Ideas and Details**

| Nevada Academic Content Standards (NVACS)  | NVAC Connectors   |
|--|---|
| <b>RL.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</b>  | <ul style="list-style-type: none"> <li>Identify supporting details using evidence in a literary text.</li> </ul>  |
| <b>RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</b>  | <ul style="list-style-type: none"> <li>Identify supporting details using evidence in an informational text.</li> </ul>  |
| <b>RL.6.2 Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</b> | <ul style="list-style-type: none"> <li>Determine the main idea of a literary text and provide supporting details.</li> <li>Identify a summary of a literary text that is free of personal opinions or judgments.</li> </ul>   |
| <b>RI.6.2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</b>          | <ul style="list-style-type: none"> <li>Determine a central idea of a text.</li> <li>Explain how details support a central idea of an informational text.</li> <li>Identify a summary of an informational text that is free of personal opinions or judgments.</li> </ul>                              |
| <b>RL.6.3 Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.</b>   | <ul style="list-style-type: none"> <li>Identify the importance of key events in a literary text.</li> <li>Explain the series of episodes in the plot (sequence the events of plot).</li> <li>Identify how characters respond and/or change as the result of key events in a literary text.</li> </ul> |
| <b>RI.6.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).</b>                         | <ul style="list-style-type: none"> <li>Identify key individuals, events, or ideas in an informational text.</li> <li>Identify how a key individual, event, or idea is described in an informational text (e.g., through examples).</li> </ul>   |

Target: Craft and Structure

| Nevada Academic Content Standards (NVACS)  | NVAC Connectors  |
|--|--|
| <b>RL.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone. (double-coded to L4)</b> | <ul style="list-style-type: none"> <li>Determine the meaning of words and phrases in a literary context (e.g., literal and figurative language).</li> </ul>  |
| <b>RI.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. (double-coded to L4)</b>   | <ul style="list-style-type: none"> <li>Determine the meaning of words and phrases in an informational context (e.g., literal, figurative, and connotative meaning).</li> </ul>   |
| <b>RL.6.5 Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.</b>                                    | <ul style="list-style-type: none"> <li>Identify how a particular sentence fits into the overall structure of a literary text. * Explain how a particular sentence contributes to the development of the theme, setting, or plot.</li> </ul>  |
| <b>RI.6.5 Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.</b>   | <ul style="list-style-type: none"> <li>Identify the organizational structure of an informational text (e.g., chronology, comparison, cause/effect, and problem/solution).</li> <li>* Explain how a particular sentence, paragraph, chapter, or section fits into the overall structure of an informational text.</li> <li>* Explain how a particular sentence, paragraph, chapter, or section contributes to the development of the ideas in an informational text.</li> </ul> |
| <b>RL.6.6 Explain how an author develops the point of view of the narrator or speaker in a text.</b>   | <ul style="list-style-type: none"> <li>Identify the point of view of the narrator or speaker in a literary text.</li> </ul>  |
| <b>RI.6.6 Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.</b>   | <ul style="list-style-type: none"> <li>Identify an author's point of view.</li> <li>Identify an author's purpose.</li> </ul>   |

Target: Integration of Knowledge and Ideas

| Nevada Academic Content Standards (NVACS)   | NVAC Connectors   |
|---|---|
| <b>RI.6.8 Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.</b>                           | <ul style="list-style-type: none"> <li>• Identify the claims in an argument.</li> <li>• Identify evidence that supports the claims in an argument.</li> </ul>   |
| <b>RL.6.9 Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.</b> | <ul style="list-style-type: none"> <li>• Compare and contrast themes or topics in literary texts in different forms or genres.</li> </ul>   |
| <b>RI.6.9 Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).</b>                                       | <ul style="list-style-type: none"> <li>• Identify similarities and/or differences between two or more informational texts on the same topic (e.g., a memoir written by and a biography about the same person).</li> </ul> |

## Claim 2: Writing

### Target: Text Types and Purposes

| Nevada Academic Content Standards (NVACS)  | NVAC Connectors  |
|--|--|
| <b>W.6.1 Write arguments to support claims with clear reasons and relevant evidence.</b>   | <ul style="list-style-type: none"> <li>• Support a given claim with clear reasons and/or relevant evidence.</li> <li>• Use transitional language.</li> <li>• Write a conclusion.</li> </ul>  |
| <b>W.6.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b> | <ul style="list-style-type: none"> <li>• Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information.</li> <li>• Introduce a topic.</li> <li>• Include illustrations and/or graphics when useful for comprehension.</li> <li>• Develop the topic with relevant details.</li> <li>• Use transitional language.</li> <li>• Write a conclusion.</li> </ul> |
| <b>W.6.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</b>          | <ul style="list-style-type: none"> <li>• Write narratives to develop real or imagined experiences or events using descriptive details, and event sequences.</li> <li>• Establish a situation and a narrator.</li> <li>• Use dialogue and/or description to develop events and/or characters.</li> <li>• Use transitional language.</li> <li>• State a conclusion.</li> </ul>                   |

Target: Production and Distribution

| Nevada Academic Content Standards (NVACS)   | NVAC Connectors   |
|---|---|
| <p><b>W.6.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3.)</b></p>  | <ul style="list-style-type: none"> <li>• Develop ideas with supporting details appropriate for task, purpose, and audience.</li> <li>• Organize ideas and supporting details appropriate for task, purpose, and audience.</li> <li>• (Grade-specific expectations for writing types are defined in standards 1–3.)</li> </ul>   |
| <p><b>W.6.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.)</b></p> | <ul style="list-style-type: none"> <li>• With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</li> <li>• Editing for conventions should demonstrate command of the use of:               <ul style="list-style-type: none"> <li>○ complete sentences without fragments and run-ons;</li> <li>○ verb tense to convey various times, sequences, states, and conditions;</li> <li>○ conjunctions;</li> <li>○ standard capitalization and end punctuation;</li> <li>○ conventional spelling of high-frequency words.</li> </ul> </li> </ul> |



Target: Language Skills

| Nevada Academic Content Standards (NVACS)   | NVAC Connectors  |
|---|--|
| <b>L.6.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>             | <ul style="list-style-type: none"> <li>• Produce complete sentences, * Use verb tense to convey various times, sequences, states, and conditions.</li> </ul> |
| <b>L.6.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b> | <ul style="list-style-type: none"> <li>• Use capitalization and punctuation for clarity of sentence structure (e.g., correct use of end marks).</li> </ul>   |

Claim 3: Listening

| Nevada Academic Content Standards (NVACS)  | NVAC Connectors   |
|--|---|
| <b>SL.6.2 Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.</b> | <ul style="list-style-type: none"> <li>• Determine which information contributes to a topic.</li> </ul>                           |
| <b>SL.5.3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.</b>  | <ul style="list-style-type: none"> <li>• Determine evidence from that supports and does not support a speaker's claim.</li> </ul> |

**Claim 4 Research**

| Nevada Academic Content Standards (NVACS)  | NVAC Connectors   |
|--|---|
| <b>W.6.7 Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.</b>   | <ul style="list-style-type: none"> <li>• Conduct short research projects that use multiple sources to answer a question.</li> </ul>             |
| <b>W.6.8 Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.</b> | <ul style="list-style-type: none"> <li>• Gather information from multiple print and</li> <li>• Cite the sources of information used.</li> </ul> |
| <b>W.6.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</b>   | <ul style="list-style-type: none"> <li>• Identify evidence from literary or informational texts to support a claim.</li> </ul>                  |